DOCUMENT RESUME

ED 044 419 TE 002 132

AUTHOR	Scannell, William J., Ed.
TITLE	English Curriculum Guides K-12 and Criteria for Planning and Evaluation.
INSTITUTION	National Council of Teachers of English, Champaign, Ill. ERIC Clearinghouse on the Teaching of English.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	Nov 70
CONTRACT	OEC-1-7-070870-5050
NOTE	35p.
AVAILABLE FROM	National Council of Teachers of English, 508 South Sixth Street, Champaign, Illinois 61820 (Stock No. 00331, free, limited supply)
EDRS PRICE	EDRS Price MF-$0.25 HC-$1.85
DESCRIPTORS	*Annotated Bibliographies, Composition (Literary), Criteria, Curriculum Development, *Curriculum Guides, *Elementary Education, English Curriculum, *English Instruction, Humanities, Language Arts, Literature, Poetry, Reading, *Secondary Education

ABSTRACT

This publication, compiled by the NCTE Committee on Curriculum Bulletins, provides informative and evaluative annotations for 33 elementary and secondary curriculum guides. These guides, reviewed and recommended in 1966-1970, are presented to provide models for schools and agencies in developing curricula and in writing guides. The annotations indicate availability and prices of the guides, including instruction on how to order those which are available through the ERIC Document Reproduction Service. As an additional aid, criteria for planning, evaluating, and revising English language arts curriculum guides are also included. (DD)

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508 South Sixth Street, Champaign, Illinois 61820

ED044419

ENGLISH CURRICULUM GUIDES K-12

AND

CRITERIA FOR PLANNING AND EVALUATION

TE 002 132

Edited by
William J. Scannell

for the Committee on Curriculum Bulletins of the
National Council of Teachers of English

November 1970

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Knowledge is of two kinds: we know a subject ourselves, or we know where we can find information upon it.

--Samuel Johnson

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This document was prepared pursuant to a contract with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to freely express their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official Office of Education position or policy.

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INTRODUCTION

The purpose of the Committee on Curriculum Bulletins of the National Council of Teachers of English is to review, as a service to schools, curriculum guides voluntarily submitted to NCTE and to recommend superior guides for display at NCTE conventions. Each year the Committee compiles an annotated list of recommended guides for the benefit of schools and agencies which are developing curricula and writing guides so that they may obtain copies for examination. The purpose of this annotated list is to publicize good curriculum planning and guide writing in order to provide models for schools revising their programs and seeking a variety of sample frameworks, units, and lesson plans. The list is not compiled for the purpose of recognizing every better-than-average guide examined by the Committee.

The list this year is a cumulative one selected from guides reviewed and recommended by the Committee since January 1966. Because few specific guides were solicited by the Committee and some excellent guides are now out of print, being revised, or otherwise unavailable, it must be recognized that the selection printed here is not necessarily representative.

The Committee welcomes guides for review. Those schools and agencies which would like to submit guides should send two copies to the Curriculum Materials Associate, NCTE, with a letter indicating at least the purpose of the materials and whether they are the only guides used in the system or are complements or supplements to other existing materials (the nature of which should be briefly described).

The review service is performed by members of the NCTE Committee on Curriculum Bulletins, who examine materials carefully, comment on the printed list of review criteria, and discuss the review and make suggestions on a cassette tape. Persons who submit guides receive copies of the printed review and tape recording free of charge. Most reviewing is done in late spring and early fall of each year. The process usually takes about eight to twelve weeks.

All the guides recommended here are, with a few noted exceptions, available for purchase or free from the schools and agencies responsible for producing the guides. In most cases payment should accompany orders for guides. None are available directly from NCTE.

A guide which is prefixed by an asterisk is available on microfiche (a 4" x 6" film-card displaying approximately 60 pages of text in micro-image) at $0.25 per fiche or hard copy (paperback pamphlet) at $0.05 per page from the ERIC Document Reproduction Service (EDRS). Abbreviations in the bibliographic citations for each document are "MF" for micro-

fiche, "HC" for hard copy. Thus "EDRS: MF $0.50, HC $4.00" means that the document can be purchased from EDRS on microfiche for $0.50 or in a photographically-reproduced paper booklet for $4.00. These asterisked guides, as well as several others on the annotated list and a great variety of other publications on the teaching of English, are indexed and abstracted in the ERIC abstract journal, Research in Education. (See Appendix II for ordering information on guides available from EDRS.)

William J. Scannell
Editor

GUIDES REVIEWED AND RECOMMENDED
IN 1970

A. Elementary: Grades K-8

. . .AND ALL THIS IS READING. Montgomery County Public Schools, Rockville, Maryland. 1967. 191 pages. $5.00 (limited supply). Send check payable to Montgomery County Public Schools with orders to Mason Nelson, Director of Supply Management, Lincoln Center, Stonestreet Avenue, Rockville, Maryland 20850.

This guide represents mini-case studies of actual experiences of children in the primary grades. The purpose of this is to illustrate the uniqueness of each child and that certain behaviors are justified. The anecdotes are presented in an effort to sensitize teachers to the individuality of their students. The organization of the guide permits marginal notes. Each unit is followed by "Things to Think About," which has thought provoking questions that would lead into discussion of the children's problems. The guide would be an excellent resource for an inservice training program. Included in the appendix are reading skill checklists and suggested activities to develop these skills.

AVON'S NONGRADED ELEMENTARY AND MIDDLE SCHOOL PROGRAM. Superintendent of Schools, 50 Simsbury Road, Avon, Connecticut 06601. 1970. 128 pages. $5.00.

In 1968 Avon public school district nongraded their school and developed a language arts curriculum guide. This guide is an extension of that guide in one area--reading. The basic skills of reading are listed and divided into twenty-three levels. Skills and knowledge to be gained are stated in behavioral terms. This guide is helpful only for identifying skills and sequence. No suggestions for teaching methods or specific activities to promote learning of skills are provided. The guide is essentially a chart of skills and sequence. A student may pass from one level to another only after evaluation by his teacher with the tool provided in the guide.

A CURRICULUM GUIDE FOR TEACHING THE LANGUAGE ARTS: K-3. West Lafayette Community School Corporation, Indiana. 1969. 413 pages. $4.95. Make check out to West Lafayette Community School Corporation and submit with order to Mr. Carmen Fabian, Assistant Superintendent, West Lafayette Community Schools,

141 Andrews Place, West Lafayette, Indiana 47906. (Volumes for K, 1, 2, and 3 are available separately for $1.50 each.)

These materials incorporate current thinking and research on language and learning. The content is comprised mainly of goals, suggested background materials for the teacher, and suggested activities for pupils in oral communication, vocabulary, listening, speaking, language, reading and literature, writing, and spelling by grade levels. Many of the activities suggested are expressed in the following manner: "The student should be able to . . . ." This is partially intended to help the beginning teacher know what behaviors to expect at each level. The materials are conveniently and clearly organized, with plenty of space for notes that teachers might add.

HANDBOOK FOR LANGUAGE ARTS GRADES THREE AND FOUR. New York City Bureau of Curriculum Research, 110 Livingston St., Brooklyn, New York. 1970. 342 pages. $5.00. Submit check payable to Auditor, Board of Education, with order.

The language arts program described in this guide is for grades three and four. The program adheres to three major concepts: language as a communication skill, language as the basis of learning and the nature of language. The influence of linguistics is evidenced by the suggested teaching activities and selected materials. The literary appreciation section is designed to help children gain insight into and sensitivity to contemporary social life. An interesting feature of the guide is the identification of instructional objectives for teachers and students for each lesson. Supplemental to the guide is a publication entitled Sequential Levels of Reading Skills (Pre-kindergarten-Grade 12, $2.00). The booklet exemplifies a well-planned, sequential development of the introduction, reinforcement, and extension of the basic reading skills at each grade level. The reading skills inherent to specific subject matter are given and coupled with procedures for developing critical reading.

LANGUAGE ARTS IN THE ELEMENTARY SCHOOL. (Not available until January 1971.) Write Mrs. H. D. Wolff, Director, Model Development Reading School, 502 South Street, Greensboro, North Carolina. 196 pages.

This guide was developed as a part of a model school program in Greensboro, North Carolina. The guide is a culmination of three years of total staff involvement in developing a model

language arts adventure. The guide describes the modes of operation which were effective for the model school. The ideas and practices recorded in "Language Arts in the Elementary School" are those of teachers who have been able to make classrooms exciting and stimulating places where children's language arts skills are sown, nourished, and grown. A very clear statement of philosophy and objectives along with very helpful suggestions for implementation make this guide useful for teachers, supervisors, and curriculum coordinators.

READING AND THE KINDERGARTEN CHILD. Clark County School District, 2832 E. Flamingo Rd., Las Vegas, Nevada 89109. 1970. $4.00.

Research evidence has indicated that many children are ready to begin reading at the kindergarten level. Two questions that arise are 1) what age should the child be and 2) what content should be considered for the program? This guide attempts to answer these questions. Emphasized in the guide is that reading is a developmental process. A rationale is presented for a beginning reading program that involves learning activities to enable the child to develop his physical, emotional, social, and intellectual processes. The program is presented in a three-state plan with appropriate skills being introduced and reinforced at each stage of development. A multi-sensory approach is encouraged and suggestions are given for selecting materials for this type of program.

A SUGGESTED GUIDE FOR DEVELOPING THE LANGUAGE ARTS-SOCIAL STUDIES PROGRAM (2 volumes, Grades 7 and 8). Department of Secondary Education, Memphis City Schools, 2597 Avery Avenue, Memphis, Tennessee 33112. 1970. Free or slight charge.

An original approach to correlating the language arts and social studies is being attempted with this guide. The purpose of the guide is threefold: (1) to establish the purpose of the program; (2) to assist teachers in understanding the scope and sequence of the program; (3) to relate the learning activities to life in our modern society. Sample lesson plans are included in which objectives are suggested with appropriate related learning experiences. The guide presents an excellent section on evaluation. Formal and informal evaluative instruments are included to aid the teacher in diagnosing students' strengths and weaknesses. An Annotated Resource Guide for Language Arts-Social Studies is also available as a supplement to the guides for each grade level.

B. Secondary: Grades 7-12

AFRO-AMERICAN LITERATURE: AN ADDENDUM TO THE COURSE OF STUDY IN LITERATURE, Grades 7-12 (69 pp., 1969); COURSE OF STUDY IN LITERATURE: Grades 7-12 (177 pp., 1967); DRAMA COURSE OF STUDY (46 pp., 1968); PROBLEMS IN RHETORIC: THE LANGUAGE COMPONENT FOR ELEVENTH-GRADE ENGLISH (53 pp., 1968); PROBLEMS IN SEMANTICS: THE LANGUAGE COMPONENT FOR TWELFTH-GRADE ENGLISH (70 pp., 1968). Pittsburgh, Pennsylvania. Single copies available at $5.00 each to university libraries and school districts only. Send checks to the Pittsburgh Board of Public Education with orders to Department of Curriculum and Instruction, Pittsburgh Public Schools, 431 South Bellefield Avenue, Pittsburgh, Pennsylvania 15213.

Each of these guides is practical in nature, containing teaching units and lesson plans which in most cases include objectives, suggested classroom activities, readings, and helpful background information for the teacher. The materials are generally organized by grade levels and are up-to-date in content and methodology. Few suggestions are given for slow or gifted students, although the content and reading lists are appealing and varied. Evaluation is apparently left to the judgment of individual teachers, since none of the guides include suggestions in this area.

THE CIRCLE IN THE SPIRAL: UP THE DOWN SPIRAL WITH ENGLISH, VOLUME II (Grades 7-12). Project Insight, Board of Catholic Education, Diocese of Cleveland, 5103 Superior Road, Cleveland, Ohio 44103. 1969. 227 pages. $3.00. Submit check made out to Board of Catholic Education, Diocese of Cleveland, with orders.

This is a complementary volume to the 1968 edition of Up the Down Spiral with English (annotated on page 13). The imagination and creativity that permeated volume I is reflected in volume II. Total involvement of the student in the learning experience is the major premise of this publication. The Circle in the Spiral contains a very perceptive and graphic exploration and expansion of the key concepts and philosophy expressed in volume I, as well as fourteen detailed lesson plans and units which have been successfully used by teachers; these cover grades seven through twelve and include "A Program for the Culturally Different," "Community of Language," "Drama: To Be Today," and "Broadening Experience" (for noncollege-bound students). Project Insight, from which these two guides come, is a good example of continuing curriculum development and revision for improving teaching and learning.

ENGLISH-HUMANITIES: GRADES 11 and 12. Hartford Public Schools, Connecticut. 1968. 147 pages. $4.00. Submit check payable to Professional Resource Center with order to Professional Resource Center, Hartford Board of Education, 249 High Street, Hartford, Connecticut 06103.

This guide focuses on American culture. It includes ten units of study on topics such as Language and Individual Responsibility. For each unit Concepts and Approaches and Activities are suggested. Many useful materials are suggested, including a variety of motion pictures (which are a vital part of the total program). The program is designed to integrate art, music, history, and literature; however, the areas of art and music are not explored in the guide, but left to the ingenuity of the teacher. The Appendix contains eight informative article reprints and lists of audiovisual materials and classroom libraries available for use.

A RESOURCE BULLETIN FOR TEACHERS OF ENGLISH GRADE 11. Baltimore County, Towson, Maryland. 1970. 240 pages. $5.00. Send check payable to Board of Education of Baltimore County and submit with order to Board of Education of Baltimore County, Department of Curriculum and Instruction, Baltimore, Maryland 21304.

This guide has a wealth of exciting, imaginative activities for teaching American literature units incorporating traditional and modern literature and other media. The language activities include the full range of semantics, lexicography, and dialects with the use of contemporary and historical materials for the understanding of American English. The composition activities are relevant, highly motivating, and well integrated into the literature and language activities. The first unit, "America Now," examines contemporary American culture through the literature and media; the other units examine the American dreams of the first pioneer frontier, the Civil War, the Western frontier, rural and industrial life, and the twentieth century. The theme of the American dream is consistently planned and supported by well-chosen materials and activities. Individual units, especially those on contemporary American values in the media and literature and on the American West, could be used. Individual teachers of American literature and entire American literature programs will be enriched by the examination and adoption of activities from this excellent resource.

C. Grades K-12

*ENGLISH FOR AN ELECTRONIC AGE: A MEDIA ECOLOGY APPROACH K-12. Cherry Creek Schools, 4700 South Yosemite, Englewood, Colorado 80110. 1969. 154 pages. $3.00. Submit checks payable to Cherry Creek School District #5 with orders. (See February 1971 issue of Research in Education for ERIC abstract and ED number; available thereafter from EDRS; TE 002 063, EDRS price: MF--$0.75, HC--$7.85.)

English for an Electronic Age is one of the best examples of curriculum development and guide writing evaluated by the NCTE Committee on Curriculum Bulletins in recent years; it satisfies most of the criteria established by the Committee, including the area of evaluation, in which, contrary to most guides and programs, it fully explains and justifies a program of evaluation designed to improve learning, increase student initiative, and reward accomplishment rather than punish error and lack of ability. The program aims at student involvement in planning, implementing, and evaluating. The content of the guide is mostly model lesson plans which deal with study and exploration of the English language--its history, nature, and uses in various media and environments. Included with the lesson plans is commentary on what students learned and contributed during previous experimentation with the units as suggested in an interim guide, used through spring 1969--Media Ecology. The model lesson plans show what students can initiate and accomplish when the teacher uses a student-centered, inductive approach. As a whole, the guide's weak point is a relative lack of suggestions for the lower elementary level; the lessons are not arbitrarily assigned to grade levels or ages, however, and many can be adapted for students within a wide range of ages and abilities. Throughout, the emphasis is on the student's growing perceptions of himself and the world, and his increasing sensitivity to language and its uses.

ENGLISH LANGUAGE ARTS FRAMEWORK (Kindergarten-Grade 12). Office of the Superintendent of Public Instruction, Utah State Board of Education, Salt Lake City, Utah. $1.50.

The processes of language development and concept development in this guide are arranged in a continuous sequence rather than a lock-step grade approach. Suggestions are given to help teachers to discover ways of developing the twenty-one strategies of Frank E. Williams ("Teach for Creative Thinking"). Sensitivity to the individual uniqueness of the learner is stressed as a basic ingredient in developing the language arts curriculum. The primary purpose of the guide is to implement a curriculum that will produce critical thinkers, responsive doers, and humane individuals.

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*See Appendix II.

GUIDES REVIEWED AND RECOMMENDED IN 1969

*CHALLENGES TO MEET: GUIDELINES FOR BUILDING ENGLISH LANGUAGE ARTS CURRICULUMS, K-12. Bureau of Elementary and Secondary Education, State Department of Education, Hartford, Connecticut 06115. 1970. 132 pages. Single copies free (ERIC abstract in Research in Education, August 1970; ED 038 892, EDRS price: MF--$0.50, HC--$5.60, 110 pp.)

The purpose of this publication is to guide the creation of curriculum guides in local schools. Suggestions are given for planning, organizing, writing, and implementing a new guide. Many questions, rather than dictums, are listed to stimulate curriculum committees. Although the guidelines are comprehensive and offer a variety of alternatives to schools, the document is basically middle-of-the-road (which perhaps it should be) rather than innovative, considering some of the exciting programs being tried here and there around the country. On the whole, these guidelines would be most useful for teachers who have never written a guide before or who need guidance in planning a total K-12 program. Among several useful appendices is a teaching unit for high school classes on the Negro, Let My People Go.

A DESIGN FOR AN ENGLISH CURRICULUM (Pre-K-12). Division of Curriculum Development, Office of Instructional Services, Department of Education, State of Georgia, Atlanta, Georgia 30334. 1968. 262 pages. $2.25. (ERIC abstract in Research in Education, August 1970, ED 038 393; document not available from EDRS.)

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*Guides prefixed by asterisks are available from ERIC Document Reproduction Service (EDRS) on microfiche (MF) at $0.25 per fiche (approximately sixty pages each) or hard copy (HC) at $0.05 per page. See Appendix II for EDRS ordering information. These asterisked guides, as well as others on the annotated list and a great variety of other publications on the teaching of English, are indexed and abstracted in the ERIC abstract journal, Research in Education, a monthly publication of the U. S. Office of Education.

This comprehensive guide is excellent in many respects. It is basically designed to aid teachers in developing their own guides and classroom practices. The introductory pages give a thorough overview of the scope of the grade, including a helpful one-page chart of the overall design. For language, literature, and composition at each grade level, the guide presents content goals first in an Underlying Principle and a Derived Generalization, then breaks goals down in three ways: (1) Selected Understanding; (2) Selected Knowledge to Be Developed; (3) Specific Learnings (stated in behavioral terms). Suggested goals for each grade level are well chosen, concisely written, and general enough to allow teachers much freedom. They reflect knowledge of recent professional research and publishing. The guide is well organized and sequenced. A rather limited list of "basal literary works" is presented on four pages; no specific works are listed for grades eleven and twelve.

THE POWER OF COMPOSITION: THINKING, DISCUSSING, WRITING (Grades 7-12). Santa Clara and San Mateo Counties, California. Send orders to Duplicating Services, Office of Education, 45 Santa Teresa Street, San Jose, California 95110. 1969. 161 pages. $3.00 (plus 5% sales tax for California residents). Make check out to Santa Clara County Superintendent of Schools and submit with order.

This is probably one of the most useful guides on this list. Like The Power of Oral Language (annotated on page 16 and recommended in 1967), it provides three most helpful and necessary items: (1) a clear statement of goals, (2) several pages of conclusions and implications of research, and (3) a number of specific sample lesson plans which any teacher could use. An excellent section on evaluation is included, as well as several useful appendices. The guide would be helpful to any curriculum committee.

READING K-6, Volumes I (K-4) and II (5-6 and above). Rochester Public School, Special School District No. 4, Rochester, Minnesota. 1967. Vol. I: 613 pages, Vol. II: 613 pages. $5.00 per volume.

These guides provide a systematically developed reading program based on research and available resources. They are designed for use when planning a program to meet each child's needs, as a resource in selecting materials and techniques, and

as an aid when surveying the total elementary program to provide a systematic and sequential progression of skills from grade to grade. Each volume contains a valuable section which outlines thoroughly the skills to be developed. The Elementary Reading Program section describes the developmental reading program and its relationship to the total school curriculum. Suggestions and additional services are given to provide for individual differences. The guides also include activities by reading levels and an evaluation section. Volume II emphasizes increasing and extending independence.

A RESOURCE BULLETIN FOR TEACHERS OF ENGLISH: GRADE SEVEN, GRADE EIGHT, GRADE NINE (three volumes). Baltimore County Schools, Maryland 21204. 1970. Approximately 150 pages each. $4.00 each. Make checks out to Board of Education of Baltimore County and submit with order to Board of Education of Baltimore County, Department of Curriculum and Instruction, Baltimore, Maryland 21204.

These guides provide a sequential series of imaginative and unusual units in many areas of literature, language, and composition. Each unit presents Scope of the Unit (including Introduction to the Teacher), Major Objectives, Content Outline, Suggested Activities (including many specific questions to guide teaching and learning), and Bibliography of materials and references. The variety of units and their completeness would seem to render them easily adaptable to programs in other schools. Several useful appendices are included in each volume.

GUIDES REVIEWED AND RECOMMENDED
IN 1968

A. Elementary: Grades K-8

CURRICULUM GUIDE--ELEMENTARY ENGLISH (Grades K-6). Orange County Public Schools, Orlando, Florida. 1966. 182 pages. $3.00.

This guide was produced as part of a Basic Learning Improvement Project and presents a wealth of specific activities and experiences designed to promote learning skills, concepts, and attitudes in listening and observing, written and oral communication, literature, and study skills. Goals for skills, concepts, and attitudes are stated in behavioral terms for average and above average students in grades one through six.

HANDBOOK FOR LANGUAGE ARTS: PRE-KINDERGARTEN-GRADES ONE AND TWO. Curriculum Bulletin, 1965-66 Series, No. 8. Board of Education of the City of New York, Publications Sales Office, 110 Livingston Street, Brooklyn, New York 11201. 1966. 416 pages. $5.00 (payment must accompany orders; make checks payable to Auditor, Board of Education). (ERIC abstract in Research in Education, January 1969, see ED 021 859; document not available from EDRS.)

The program in this handbook is based on current concepts about the use and nature of language. All aspects of the language arts for all students are covered, with expected outcomes for listening, observing, literary appreciation, speaking, reading, and writing listed in the three broad categories of (1) Using Language to Acquire Knowledge, (2) Using Language to Organize and Express Ideas, and (3) Learning the Nature of Language. For each of the specific language art areas of activity, corresponding columns of action and performance are given in behavioral terms for the teacher and the children. Many brief lesson descriptions and specific activities are provided. Uniquely helpful sections of the handbook include Interpreting Stories through Picture-Reading, Teaching English as a Second Language, including sample oral pattern practice drills, and Comparative Analyses of English and Spanish, English and Italian, German, and Polish.

INDIVIDUALIZED READING and BAIT (Grades 1-6). Beaverton School District No. 48, 303 S. W. Erickson, Beaverton, Oregon 97005. 1967. Individualized Reading, 55 pages; Bait, 61 pages. IR, $4.95; B, $2.00.

Individualized Reading is designed to help teachers plan, implement, and evaluate individualized teaching of reading. It lists skills to be taught, discusses grouping, and suggests individual activities in oral reading, speaking, dramatization, writing, painting, and drawing. Bait is a supplementary aid containing descriptive lists of specific activities and experiences for pupils in reading, writing, speaking, listening, and spelling, and for free time periods. Bait is organized for easy selection and use.

B. Secondary: Grades 7-12

COMPOSITION: GROWTH TOWARD REALITY (Grades 7-12). Arlington County Public Schools, Arlington, Virginia. 1966. 303 pages. $5.00. (ERIC abstract in Research in Education, January 1969, see ED 021 853; document not available from EDRS.)

This guide contains a set of basic assumptions, introductions to expository and creative writing, and a cumulative writing program for grades seven through twelve. Much emphasis is placed on inductively helping students learn to "lay open" topics for writing through discussion. The lesson plans are clear, concise, and well organized. Five good articles on language and writing are appended to the guide. One outstanding feature of the guide is its attention to the crucial period of preparation before writing. The program outlined in this guide requires students to write a short narrative every day. The guide also includes a literary analysis chart and exercises in literary analysis for each grade level.

*A COURSE IN SEQUENTIAL COMPOSITION: GRADES 10-12. St. Louis Park School District No. 283, 6425 West 33rd Street, St. Louis Park, Minnesota 55426. 1967. 451 pages. (ERIC abstract in Research in Education, January 1969, see ED 021 155; EDRS price: MF--$1.75, HC--$22.40.)

This extensive guide contains thirty-three units, mostly on exposition, allocating work in six rhetorical categories among the three grade levels. The guide emphasizes prewriting and the use of student models and contains

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*See Appendix II.

examples of student writing to exemplify many assignments. The six rhetorical categories upon which the guide is organized are conciseness and clarity, diction, sentence construction, unity, amplification, and coherence. Examples are also identified or quoted from student texts. All sections contain short bibliographies for the teacher and references to pages and chapters in student texts.

STRUCTURED COMPOSITION PROGRAM: PARTS I and II Bulletin 154 (Grades 7-9 and 10-12). Montgomery County Public Schools, Maryland. 1967. Approximately 500 pages. $5.00. Make checks out to Montgomery County Public Schools and submit with order to Mason Nelson, Directory of Supply Management, Lincoln Center, Stonestreet Avenue, Rockville, Maryland 20850.

This comprehensive and detailed guide presents a sequential program for all students in grades seven through twelve. The emphasis is on the discipline of expository writing. Ten specific writing assignments are presented for each grade level, and short professional models are provided to illustrate most assignments. Goals in both oral and written composition are stated in behavioral terms for the junior high and senior high levels. Concepts and generalizations to help teachers unify the teaching of composition with other areas of content--semantics, diction, observation, listening and reading, thinking, and speaking--are provided. A section suggesting ways to help slow learners is included. A Guide for Writing in the Elementary School, Bulletin No. 180, is also available for $5.00.

THEMATIC APPROACH TO LITERATURE, LANGUAGE AND COMPOSITION: (2 volumes--grades 7-9 and 10-12). The Board of Education, Cleveland Heights-University Heights City School District, 2155 Miramar Boulevard, Cleveland Heights, Ohio 44118. Grades 7-9, 1966, 255 pages, $4.00; Grades 10-12, 1967, 325 pages, $4.00. Submit check made out to Cleveland Heights-University Heights City Schools with orders. (ERIC abstracts in Research in Education, January 1969, see ED 021 864 and ED 021 865; neither volume available from EDRS.)

A well-organized and unified program in literature, language, and composition is presented in these guides. Much of the content and student activity is focused on the following themes: junior high level--learning to understand oneself, one's family, and the world; senior high level--man's search for answers to recurring questions, man's

answers to these questions, and realities of life in the areas of self-understanding, interaction in society, ideas, and escape. Sequential skills and concepts in language, literature, and composition are given, as well as specific goals, ways of motivation, and student activities. Many specific units and sample lesson plans are provided. The volume for grades seven through nine includes a very helpful forty-two-page section on teaching the slow learner. Much attention is given to methodology and teacher behavior, with both volumes containing reprints of a number of excellent professional articles. Other areas covered more extensively in these guides than in most are motivating students in all activities and techniques and rules for class discussion.

UP THE DOWN SPIRAL WITH ENGLISH (Grades 7-12). Board of Catholic Education, Diocese of Cleveland, Superior Road, Cleveland, Ohio. 1968. 104 pages. Not available from original source. (See January 1971 issue of Research in Education for ERIC abstract and ED number; available thereafter from EDRS; TE 002 061, EDRS price: MF--$0.50, HC--$5.30)

This imaginative guide focuses broadly on human growth and integrates the experience in the English program into processes of engagement, perception, interpretation, evaluation, and personal integration. To emphasize the continuous process of growth, experiences and concepts are presented sequentially in levels of growth rather than as strict grade requirements. One of the unique features of this guide is a section on evaluation which includes information on evaluating teaching and helping students to evaluate themselves. Another feature is the attempt to correlate English experiences with appropriate levels of adolescent psychological and learning development.

C. Grades K-12

LITERATURE PROGRAM K-12 (Bulletin No. 185, in three volumes: Part I, K-6; Part II, 7-9; Part III, 10-12). Montgomery County Public Schools, Maryland. Part I, 1965; Parts II and III, 1966. Approximately 250 pages each. $10.00 per volume. Make checks out to Montgomery County Public Schools and submit with order to Mason Nelson, Director of Supply Management, Lincoln Center, Stonestreet Avenue, Rockville, Maryland 20850.

Part I introduces the literature program for kindergarten through twelfth grade, organized into a thematic structure including the following: Man and Self, Man and Society, Man and Nature, and

Man and the Cosmos. Literary excerpts are presented to exemplify these themes. Illustrative units are provided for specific literary works for each grade level. In Parts II and III the four major themes are integrated with study of the structure of the various genres. Sequential charts, reading lists, sample units, and lesson plans abound. Descriptively stated concepts and generalizations are provided for the nature, function, and structure of literature. Goals for the student are stated in behavioral terms. Goals in language arts areas related to literature--listening and reading, thinking, speaking and writing--are included to help teachers unify the content of English. Substantial appendices present such supplementary material as audio-visual aids and professional references. A twelfth grade unit on Black Poetry is available separately for $1.00.

GUIDES REVIEWED AND RECOMMENDED IN 1967

FIND TIME FOR POETRY (three volumes: Grades K-2, 3-4, 5-6). Alameda County Public Schools, 224 West Winton Avenue, Hayward, California 94544. 1964-1965. Approximately 33 pages per volume; $1.50 each. Make check out to Alameda County Schools Department and submit with order.

These three volumes are compilations of the titles, authors, and sources of hundreds of poems selected because of their successful use by teachers. Poems have been chosen to promote enjoyment, appreciation, understanding, and sensitivity. Comments on and ways of presenting each poem are offered. The goals for poetry study are stated in levels of poetry appreciation. The attractive colors, illustrations, paper quality, and arrangement of content in these guides are unusually outstanding.

GUIDE TO TEACHING IN THE ELEMENTARY LANGUAGE ARTS (Grades 1-6). Charlotte-Mecklenburg Public Schools, P.O. Box 149, Charlotte, North Carolina 28201. 1966. 121 pages. $2.00. (ERIC abstract in Research in Education, January 1969, see ED 021 863; document not available from EDRS.)

This fine guide has excellent organization and scope. It provides background, objectives, specific suggestions, and aids for teachers for listening, speaking, writing (both written expression and handwriting), and reading. The bibliographies at the end of each section and in the appendix are good. The psychological treatment for meeting individual differences and for building confidence through success should be most helpful. The clever line drawings throughout the guide suggest appropriate visual aids for enriching the teaching-learning situation, particularly the establishing of a congenial atmosphere.

JUNIOR HIGH SCHOOL READING HANDBOOK. Arlington Heights Public Schools, District 25, 301 West South Street, Arlington Heights, Illinois 60005. 1966. 58 pages. $1.00.

This handbook suggests methods and materials for providing continuing reading instruction in the junior high school, including sections on both basic and advanced reading skills. It is comprehensive and contains many specific exercises. It also connects with other content

areas, such as social studies, science, mathematics, homemaking, and industrial arts. It should be extremely helpful to the teacher with little training in reading.

*THE POWER OF ORAL LANGUAGE 7-8-9. Santa Clara County, California. 1966. 163 pages. $3.50 (plus 5% sales tax for California residents). Send check made out to Santa Clara County Superintendent of Schools and submit with order to Duplicating Services, Office of Education, 45 Santa Teresa Street, San Jose, California 95110. (ERIC abstract in Research in Education, September 1968, see ED 018 404, EDRS price: MF-$1.00, HC--$11.10.)

The structure of this guide--building toward major goals through classroom experiences--is clear and logical. Worthwhile classroom activities are described in detail for nearly every type of oral experience students need to practice in school. The section entitled "Six Major Goals" is good. This guide has been developed by representatives from several schools, cooperating with a recognized authority on language.

A REMEDIAL READING GUIDE (Grades 2-12). Licking County Board of Education Office, 600 Mt. Vernon Road, Newark, Ohio 43055. 1967. 71 pages. $1.00.

This is an excellent resource for developing a remedial reading facility in an elementary school. Pertinent attributes of a remedial reading teacher are listed, as are responsibilities of the school administrator. The logistics are described, and suggestions for arrangements are excellently conceived. The lists of materials, equipment, and tests--with their prices--are complete enough to permit a good working start for a beginning remedial center.

*SPEAKING, WRITING, & LISTENING IN THE ST. PAUL ELEMENTARY SCHOOLS. St. Paul Public Schools, St. Paul, Minnesota. 1965. 305 pages. (ERIC abstract in Research in Education, April 1968; ED 014 487, EDRS price: MF--$1.25, HC--$16.10.)

The organization of the guide is excellent. Each section--speaking, writing, and listening--is preceded by an overview containing general objectives and information on current trends in teaching. The balance between oral and written expression and the support given to interrelating these three aspects of language arts take into account the results of recent linguistic research. Recurring suggestions for student self-evaluation in the individual lesson plans offer the teacher encouragement continually to adapt future lessons on the basis of evaluations.

*See Appendix II.

CRITERIA FOR PLANNING, EVALUATING, AND REVISING ENGLISH LANGUAGE ARTS CURRICULUM GUIDES

These evaluation criteria were established with several objectives in mind. First, with these criteria each member of the NCTE Committee on Curriculum Bulletins has a tool which he can use to evaluate the curriculum guides. In line with this first objective the Subcommittee* that developed the criteria felt that each guide should be evaluated as a unique one and not directly compared to other guides throughout the United States. Second, the Committee wanted to give school curriculum committees an instrument for planning curriculum or revising their curriculum guides. Because of this aim the Subcommittee felt that the guidelines should reflect to a greater degree certain positions it holds, for example, on the dangers of behavioral objectives.

The biases of the Subcommittee are intentionally reflected in the criteria because the members wanted to express opinions related to the development of new guides as well as revision of old ones. It wanted to give school system curriculum committees criteria representing the most forward-looking ideas currently being expressed in the field of language arts. The Subcommittee feels these ideas and attitudes should be reflected in guides and in curriculum to benefit teachers and students.

Third, the evaluation instrument was designed to apply to many different content emphases within the field of the English language studies along with variations in organization and methodology. Comments on the criteria and accompanying tape indicate how well, in the eyes of a reviewer, the guide might serve teachers who are teaching whatever content is included in the guide. The Committee recognizes, however, that the choice of content, organization, or methodology is the decision to be made by curriculum planners. In most cases it is difficult to determine from the guide the exact nature of content, process, organization or methodology. The reviewers attempt to infer from the guide as much about the curriculum as they can.

Because the criteria list is so extensive and detailed the reviewers sometimes do not comment on each statement, for several reasons. Omitted areas may in fact have been covered in other guides not submitted to the

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* Thomas Corbett, Chairman of the Committee (until September, 1970)
Sr. Rosemary Winkeljohann, Associate Chairman of the Committee
William Strong, Committee Member
Dorothy Davidson, Consultant to the Committee
William Scannell, NCTE Liaison Officer to the Committee
David Kives, NCTE Director of Special Projects

Committee for review. Furthermore, it is impossible to infer from a guide all the local circumstances which prevailed when the guide was written. The Committee therefore asks for a certain amount of indulgence from the actual writers and users of the guide.

Finally, the Committee wishes to state emphatically that it is suffering from no illusions--or delusions--about the extent to which curriculum guides are actually used by teachers. The Committee realizes that voluminous guides, no matter how well organized or effectively written, may be less likely to be used by teachers than shorter ones. The Committee also recognizes that the guide submitted might be a framework for ongoing curriculum development. It need not necessarily have specific classroom activities or a vast number of details. The many headings on the criteria should not be interpreted as a recommendation for longer guides. Many items can be handled effectively in a brief paragraph or two. Concisely written guides, the Committee believes, will be rewarded by increased teacher use. The Committee hopes that, by helping teachers to design effective, specific, operational guides, the guides themselves may actually help in the classroom, rather than being ignored even by the people who labored to bring them forth.

Sister Rosemary Winkeljohann
Associate Chairman
NCTE Committee on Curriculum
Bulletins

CRITERIA FOR PLANNING, EVALUATING, AND REVISING ENGLISH LANGUAGE ARTS CURRICULUM GUIDES*

DESIGN: Form, Function, and Flavor

1. This guide is easy to read; the language is clear and effective. _____

2. This guide makes clear how particular lessons and/or procedures are related to the total English program. _____

3. This guide contains suggestions explicitly designed for aiding inexperienced teachers and teachers new to the system. _____

4. This guide exhibits an appealing form and style and will therefore stimulate enthusiasm. _____

5. This guide's format makes revision convenient. _____

6. This guide's relationship to any other curriculum guides published by the system is stated. _____

****

ADMINISTRATION: How We Manage Growth and Change

1. This guide includes administrative and broad policy statements which affect teachers and learners of English. _____

2. The procedures for both individual and group decision-making on such matters as selecting and ordering materials, equipment, supplies, and services are clearly stated in the guide. _____

3. The processes for "feed-back" and "feed-forward" are built into the procedures described in the guide. _____

4. This guide helps free the teacher and guarantees his professional status both by suggesting the possibilities and alternatives open to him and by explaining his responsibilities to the students and community; that is, the guide helps him know how he may function successfully within the framework of the system. _____

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*Subcommittee for Revision of the Criteria:

Thomas Corbett, Chairman of the Committee
Sister Rosemary Winkeljohann, Associate Chairman of the Committee
William Strong, Committee Member
Dorothy Davidson, Consultant to the Committee
William Scannell, NCTE Liaison Officer to the Committee
David Kives, NCTE Director of Special Projects

5. This guide outlines the teacher's responsibility for initiating and implementing change._____

6. This guide illustrates that continual inservice training and professional improvement are necessary for all teachers, and facilitates these endeavors._____

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PHILOSOPHY: What We Subscribe To

1. This guide has a coherent and useful statement of philosophy._____

2. This guide's content follows logically and consistently from its statement of philosophy._____

3. This guide reflects the interaction and cooperation of members of the total educational community: i.e., students, teachers, parents, administrators and interested laymen._____

4. This guide supports the view that curriculum building is an ongoing process requiring the continual participation of all teachers and students, not a specific project with a definite end result which is usually the guide itself._____

5. This guide indicates that a natural, organic integration of language arts experiences for students is preferred to fragmentation of "subjects" and "skills" for the convenience of teachers and administrators._____

6. This guide encourages teachers to view language not as a subject but as a communicative process central to all human life and learning--that "English" should be relevant to other "subjects" and to all experiences which students have in and out of school._____

7. This guide articulates the view that the development of the self, of social literacy, and of living both humanly and responsibly is best accomplished through the participation of students in relevant inquiries._____

8. The philosophy in this guide expresses the belief that the English program should aid students in planning, executing, and evaluating their own learning experiences both individually and in groups._____

9. This guide is so designed that processes of language development and concept development take precedence over arbitrary grade level expectancies or requirements._____

10. This guide clearly indicates that successful experiences in language are essential for all students of all abilities, aspirations, and ethnic groups._____

11. This guide illustrates that teaching and learning are cooperative communicative activities which can be inhibited and distracted by establishing an environment in which students are forced to face teachers and other students as adversaries and competitors._____

****

OBJECTIVES: What We Want

1. This guide sets clear objectives for all the major components of the English curriculum._____

2. When helpful and beneficial for teacher and student, objectives are stated in a manner which facilitates recognition and description of progress toward the objectives._____

3. In this guide the objectives flow directly from the philosophy._____

4. In this guide teacher objectives are distinguished from student objectives; that is, what teachers do is differentiated from what students do._____

5. In this guide the objectives chosen do not prevent students from choosing and following personally profitable directions._____

6. This guide encourages teachers to identify and accept all variety of affective response--to recognize that there is no "wrong" response to experience._____

7. This guide recognizes that cognitive and affective behavior are inseparable in actual experience, although they may be separately listed._____

8. This guide recognizes that some goals are desirable even though progress toward them may not be conveniently observed nor accurately measured._____

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ORGANIZATION: How We Channel the Flow of Energy

1. This guide clearly indicates a non-repetitious but flexible sequence of student performance in language skills based upon diagnosis of students' needs and allowing for individual variability._____

2. This guide regards basic texts and/or anthologies, if used, as resources rather than as courses of study. _____

3. This guide provides useful background material for the teacher. _____

4. This guide suggests as resources a large variety of specific materials and school services, e.g., library, audiovisual, guidance department.

_____

5. This guide is based on the concept that learning is open-ended and is a total involvement with the community rather than an activity restricted to the school as an isolated unit. _____

6. This guide suggests a wide range of materials and activities for students of differing cultural background. _____

7. This guide suggests that the teacher use a variety of classroom organizations (such as small groups, independent study, team teaching) in order to accommodate various kinds of learning styles and activities. _____

8. This guide supplies specific procedures which will enable teachers to help their students to become increasingly independent. _____

9. This guide specifies for the teacher ways of relating many or all aspects of the language arts, so that he can help students benefit from unified experiences. _____

10. Classroom organizations as described in the guide reflect the principle that the student himself is the primary generator of learning activity.

_____

11. This guide recognizes that students learn a great deal from each other and that cooperation must be practiced and learned. _____

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PROCESS AS CONTENT: The Things Students Experience

This guide is based on a consistent psychology of learning such as:

1. Content is not "stuff out there," but that which takes place within the perceptual experience of the individual. _____

2. It is usually more important to "engage in" than to "talk about." _____

3. The processes of inquiring into language and literature are what students learn and take away. _____

4. The content-process interaction in English results in the expression of emotional energy and feelings that the teacher should accept. _____

5. The "content" of communication includes all experiences students have in and out of school. _____

6. Each child has unique perception of experiences, and it is essential for development of his creative power for him to ACT on the basis of his perception. _____

7. Each student should be encouraged to discover and follow his own learning processes. _____

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SUBJECT MATTER AS CONTENT: The Things Students Learn About

Language: How We Communicate

1. This guide illustrates the fact that language is systematic in its phonological, morphological, and syntactic dimensions and can be examined by students in linguistic inquiries. _____

2. This guide provides for inquiry activities in the following areas of language study:

   a. Semantics _____
   b. Kinesics (body language) _____
   c. Regional Dialects _____
   d. Social Dialects _____
   e. History of Language _____
   f. Lexicography _____
   g. Language Systems (grammar) _____

3. This guide represents the concept that content is not a total end in itself but a component in the development of the perceptual processes. _____

4. The goal for language study in this guide aims for students to increase their own power with language as well as to perceive more clearly what others do with language. _____

5. This guide illustrates the fact that all language systems (the "languages" of advertising, politics, courtship, etc.) can be studied--and that the study results in increased language perception. _____

6. This guide illustrates the fact that language creates a "persona" or "speaking voice" that can be modified in relation to purpose and audience. _____

****

COMPOSITION: How We Shape Language and Ourselves

1. This guide perceives composing as occurring in four ways: speaking, writing, acting, and filming. _____

2. This guide recognizes the importance of the composing processes as ways of giving order to human experience and of helping the individual to "create" his self. _____

3. This guide touches on the significance of composition as a means of self-disclosure and hence self-knowledge. _____

4. Composition activities suggested in this guide are designed to stimulate children's thinking about issues of significance to them. _____

5. Composition training recommended in the guide often occurs in small groups where students become sensitive to their roles and responsibilities in listening, organizing, clarifying, discussing, and decision-making. _____

6. Composition activities suggested in the guide stem from intensive precomposing experiences. _____

7. This guide recommends that composition occur for different purposes and for audiences other than the teacher. _____

8. This guide recommends that composition be approached diagnostically in laboratory situations for the teaching of skills or rhetorical techniques. _____

9. This guide illustrates that composition is always creative; that is, it is always a synthetic "putting together" process. _____

10. Acting experiences suggested in this guide reflect an attempt to dramatize the dance of gesture and language in realizing and interpreting literature and other dramatic situations. _____

11. This guide recognizes that role-playing and film making are important activities in practicing composition skills. _____

****

READING AND LITERATURE: How We Interpret and Respond to Written Language

1. This guide recognizes that a total reading program reaches beyond the developing of basic reading skills to include the total interaction with the written word at all levels of sophistication. _____

2. This guide recognizes that the process of learning to read is never-ending. _____

3. This guide recognizes that each individual's response to literature is unique. _____

4. This guide helps teachers develop sensitivity to students' different responses to literature. _____

5. This guide encourages teachers to help students make varied affective and cognitive responses to literature. _____

6. This guide recommends that teachers allow and encourage students to read all types of writing, especially contemporary. _____

7. This guide recognizes that literary terms, conventions, and systems of classification are the inventions of the profession and that "talk about" these externals should in no way be substituted for experiences with literature. _____

8. This guide suggests student readings reflecting contemporary social problems and the ethnic experiences of minority groups. _____

9. This guide suggests readings in contemporary essays and nonfiction which reflect a concern for the ecological crises of our physical and social environment. _____

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EVALUATION: Discovering and Describing Where We Are

1. There is a coherent and useful rationale for evaluation stated in this guide. _____

2. The rationale for evaluation expressed in this guide covers examination of the entire educational environment to provide feedback for guiding desirable changes in this environment as well as for guiding ongoing decisions about individual learning. _____

3. Evaluation of performance as suggested in this guide is not related only to the stated objectives but also provides for description of progress beyond the limited scope of stated objectives. _____

4. For evaluating growth in student learning, this guide suggests criteria for a wide range of sophistication, many degrees of competence, and many varieties of performance. _____

5. Evaluation suggested in this guide helps the individual to build a positive self-image which includes a healthy respect for his own powers of perception and his capacity to perform as a responsible human being. _____

6. This guide makes clear that grades and standardized tests, if used, do not constitute the major purpose or portion of evaluation and that grades and scores may mislead and produce unsatisfactory attitudes toward learning. _____

7. This guide helps teachers realize that useful evaluation involves continuous diagnosis of individual learning progress to help students identify their strengths and weaknesses relative to their desires and possibilities. _____

8. This guide recommends that teachers reinforce positively any progress which a student makes rather than punishing or badgering the student for any apparent lack of progress. _____

9. This guide suggests specific ways teachers and students can use the results of evaluation in making day-to-day decisions about teaching and learning activities. _____

10. Evaluation as suggested in this guide provides for estimation of both increase in knowledge and improvement in use of language. _____

Appendix I

MEMBERS OF THE 1970 NCTE COMMITTEE ON CURRICULUM BULLETINS

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Ex Officio

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and Liaison Officer to the
Committee

Appendix II

HOW TO ORDER ERIC DOCUMENTS

A guide prefixed with an asterisk is available from the ERIC Document Reproduction Service (EDRS).

Address Orders to:	ERIC Document Reproduction Service The National Cash Register Company 4936 Fairmont Avenue Bethesda, Maryland 20014
Orders Must Specify:	ED Number of Document Kind of Reproduction Desired (MF or HC)* Number of Copies
Method of Payment	Payment must accompany order unless you have a credit deposit account or an approved open account with EDRS. No stamps or COD. Add sales tax or submit tax exemption certificate if applicable in your state.
Minimum Orders and Deposits:	Add 50¢ handling fee to all orders. Minimum deposit--$50.00.

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*MF--a 4" x 6" film-card displaying approximately 60 pages of text in micro-image; $0.25 per card.

HC--a photographically-reproduced paperback booklet; $0.05 per page.

Orders outside U.S.A.:	Add 15% service charge to total order (no service charge for orders from Canada and Mexico unless the order totals $50.00 or more; then 15%.
Deliveries:	Allow 7 days after receipt of order.
Quality Warranty:	NCR/EDRS will replace defective or incomplete products if they are returned prepaid within 10 days.

NOTE: Only documents which have appeared in Research in Education may be ordered from EDRS. Research in Education is published monthly by the U.S. Office of Education and can be obtained from the Superintendent of Documents, Government Printing Office, Washington, D. C. -- subscription $21.00 per year; $26.25, foreign; single copies, $1.75.